




Policy Problematics for Implementing the Merdeka Curriculum in Improving the Quality of Student Output at Madrasah Aliyah Negeri (MAN) 01 Kepahiang

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Abstract

The Merdeka Curriculum is currently being widely promoted by the government through the Ministry of Education and Culture as an embodiment of new policies. The research aimed to explain the implementation of the curriculum to improve the quality of graduates, strategies for developing teaching staff as a step to improve the quality of student output and study the supporting and inhibiting factors in implementing the Merdeka curriculum. The research used qualitative methods with a descriptive approach. Data collection used observation, interviews, and triangulation analysis. To achieve learning objectives, teacher guidance is carried out through training. The research results show that the implementation of the Merdeka curriculum at MAN 1 Kepahiang is carried out through a series of management consisting of planning, regulation, implementation, monitoring and evaluation stages. In implementing the Merdeka curriculum, there are several obstacles, including insufficient availability of human resources, inadequate facilities and infrastructure, and real conditions in the field which often contradict the conditions expected by the government. Efforts to overcome these obstacles include training and competency development for teachers and education staff, increasing support from parents and the community, improving facilities and infrastructure, strengthening supervision and monitoring, and developing cooperation between stakeholders. Based on various data and information obtained, the researcher concluded that the implementation of the curriculum to improve the quality of graduates at MAN 1 Kepahiang was adjusted to the needs of the madrasah. To achieve learning goals, especially in realizing educational goals in Madrasahs, it is necessary to carry out processes of planning, organizing, implementing, supervising and supervising the course of the curriculum in learning in Madrasahs to advance the quality of learning, quality of education, which will ultimately support the realization of improving the quality of graduates.

A. Introduction

Designing new policies related to the curriculum is one of the efforts made by the government to improve the quality of education in Indonesia. This aims to ensure that education in Indonesia can be more developed and on par with other countries. The Merdeka Curriculum, which is currently being promoted by the government through the Ministry of Education and Culture, is one manifestation of the new policy (Novianto & Abidin, 2023). Curriculum, as explained in Law no. 20 of 2003, refers to a series of learning

plans which include objectives, materials, teaching resources and methods. The curriculum plays a role as a guide in designing educational activities to achieve national education goals. Curriculum innovation involves a complex learning approach because it is influenced by various factors involved in the learning process (Chiu & Chai, 2020; Li et al., 2021; Yang & Li, 2022).

In line with what was stated by Hidayat et al. (2019) states that the curriculum is an educational program that not only focuses on teaching and learning activities in the classroom, but also includes learning experiences. This program is designed as teaching material and a learning experience. On the other hand, learning can be interpreted as a reciprocal relationship between students, educators, and learning support within the same learning scope. Learning acts as support from educators to ensure the acquisition of science and knowledge, mastery of skills and habits, as well as the formation of attitudes and beliefs in students. The learning process uses various methods and techniques to achieve the learning objectives set in the curriculum. Therefore, the curriculum has a crucial role in learning, serving as a guide for teachers and students in developing and implementing effective and efficient learning processes.

The Merdeka Curriculum is designed as a more flexible curriculum structure, focuses on basic material, and explores students' unique things and potential. In the Merdeka Curriculum, emphasis is placed on essential content so that students have adequate time to explore concepts and strengthen their competencies (Fauzan et al., 2023; Harahap et al., 2023; Ichsan et al., 2023). In this case, teachers have the freedom to choose from a variety of learning tools that are deemed suitable to students' learning needs and interests. Projects are developed based on specific themes set by the government to increase the achievement of Pancasila student profiles. It is important to note that these projects do not aim to achieve specific learning objectives and are not tied to technical content. The implementation of the Merdeka Curriculum in Indonesia is considered a transformative policy in education, because this curriculum offers a more holistic and contextual approach to learning, which takes into account the individual differences of students and the socio-cultural conditions in which they live (Krishnapatria, 2021; Padmakusumah et al., 2022; Zakiyyah et al., 2021). Through this, it is hoped that the quality of education in Indonesia will increase and be able to compete in the era of globalization.

However, the implementation of the Merdeka curriculum also raises its own challenges for teachers, because every teacher needs to prepare themselves optimally so they can teach effectively in the new curriculum. Teachers are expected to properly understand the vision, mission and objectives of the Merdeka Curriculum, as well as understand students' abilities and students' learning needs to design appropriate learning strategies. Apart from that, teachers also need to continue to improve their competencies and skills in the fields of pedagogy, teaching methods and educational technology (Jusuf & Maaku, 2020). In implementing the Merdeka curriculum in madrasas in Indonesia, Decree of the Minister of Religion Number 347 of 2022 is an important policy in the framework of this implementation. In this curriculum, madrasas are given the freedom to create creativity and innovation in learning management, so that they can adapt to the needs and characteristics of different students.

The concept of a Merdeka curriculum in madrasas includes flexibility in managing instructional units, simplifying the curriculum, and creating creative space. Students are expected to focus on the most important and relevant material through simplifying the curriculum. With flexible instructional units, teachers can adapt their teaching strategies to meet student needs and provide opportunities for students and teachers to be creative and explore in learning. So, it can increase students' interest and motivation to learn.

Managerially, curriculum determination is under the authority of the government, specifically the Ministry of Education and Culture and the Ministry of Religion. These ministries are responsible for creating curricula in accordance with regulated curriculum determination procedures. This determination will definitely involve many parties, including stakeholders and external parties. In this case, internal and global conditions also have an influence (Yansah et al., 2023). The curriculum formulation is then submitted to educational institution stakeholders for implementation. Principals and teachers are responsible for the institution. The process of changing a person's or organization's actions to achieve educational goals in a particular context is the leadership role of the school principal (Bahri, 2022).

From the explanation above, it can be understood that the curriculum as a document and curriculum implementation are interrelated and cannot be separated. The curriculum as a document provides guidance for teachers on how to provide learning experiences to children, while curriculum implementation is the development of learning experiences for students. Curriculum implementation is not only the responsibility of teachers, but also the responsibility of all elements and subcomponents of educational institutions. The

involvement of each part or component of the Madrasah is definitely very important to support improving the quality of education in an institution. To control this, the madrasah head must be able to implement a management system that embraces all resource components within the madrasah in order to get better student output (Nasir et al., 2021).

Basically, when graduates do not reach the desired standards, we cannot immediately judge that the curriculum is bad. This could happen due to a lack of socialization, a lack of teacher understanding and skills in implementing the curriculum, or even a lack of guidance given to teachers to implement it (Nurulaeni & Rahma, 2022).

In big cities, various parties are confident that this curriculum will be able to be implemented well, but in remote areas, doubts arise about the success of implementing this curriculum. This is due to gaps in access and distribution between one region and another. For this reason, the government, through the Ministry of Education and Culture, has implemented state schools located in the city center which are positioned as pilot projects for implementing the Merdeka curriculum. These schools can then set an example for schools that have not yet implemented the Merdeka curriculum. Based on the things above, this research tries to explore the implementation of the Merdeka curriculum at MAN 1 Kepahiang.

As a madrasah with state status, its implementation must be in line with expectations and can provide an example or guidance to surrounding schools. It cannot be denied, MAN 1 Kepahiang is trying to implement a Merdeka curriculum, which will be in accordance with the goals expected by the government. However, it is necessary to pay attention to whether it has been carried out according to the regulations or not, or whether there are obstacles in its implementation. This research itself focuses on several research objectives, namely (1) curriculum implementation to improve the quality of graduates, (2) teacher development approaches to improve curriculum implementation, and (3) supporting and inhibiting factors for curriculum implementation. In fact, researchers have previously conducted research on this issue. However, researchers claim that the results are different at MAN 1 Kepahiang. To see the gap, here are some previous research results. Research conducted by Jannah et al. (2022) with the title "Problematics of Implementing the 2022 Independent Learning Curriculum" revealed that there were several problems found when implementing the 2022 independent curriculum, teachers were required to be more creative in designing teaching modules and learning objectives. and the flow of learning objectives so that a teacher can no longer be careless in making lesson plans to design teaching and learning activities every week. The aim of the school's work is only to strengthen the profile of Pancasila students. P5 is still given to students every day but not only for learning in the classroom. Learning also needs to be carried out outside the classroom in order to increase student activity and innovate themselves. This research basically discusses the obstacles to implementing a Merdeka curriculum, but the research focuses more on examining the concept of independent learning from the perspective of time and space management in the Covid-19 Pandemic Era.

The next research was written by Silaswati (2022), regarding teachers' understanding of the Merdeka curriculum. The aim of this research is to find and collect data about the level of understanding of teachers at the basic education level in Bandung district regarding the concept and implementation of the independent learning program. The problem discussed in this research is elementary school teachers' mastery and ability to understand the independent learning program, which includes their understanding of the policies related to the independent learning program, the implementation of various different independent learning concepts, and how the independent learning program is implemented.

Meanwhile, in this research, the author carried out research at a Madrasah that implements the Merdeka Curriculum, where in general the quality of graduates at MAN 1 Kepahiang itself still needs to be improved. This is a problem that is still being sought to be resolved. Rationally, it is hoped that the performance and educational standards at MAN 1 Kepahiang will increase. The core of the problem is the limited facilities such as laboratories and computer practice rooms which are really needed to improve the quality of education in Madrasahs, especially in efforts to improve the quality of student output. It is also hoped that this research can become material for developing and strengthening scientific theories related to implementing the Merdeka curriculum in the learning process.

It is hoped that the results of this research can become a basis for fostering understanding of the curriculum while improving the quality of learning. Apart from that, as information material for education administrators in their efforts to implement the curriculum in the implementation of learning, specifically as input material for leaders in implementing the curriculum to improve the quality of graduates.

Meanwhile, teaching staff can make a contribution to increasing understanding and skills in implementing the curriculum so that they can improve the quality of learning.

B. Research Methods

The research was conducted in October 2023 at MAN 1 Kepahiang. This research uses descriptive qualitative research methods because the researcher's focus is only on describing research results. The problem discussed in this research is how to implement the curriculum to improve the quality of graduates (Adlini et al., 2022). In this research, the subjects of this research are the principal and teachers. This research uses observation and interviews to collect data. Where researchers observed teachers at MAN 1 Kepahiang in implementing the curriculum in learning activities. Observations were carried out by observing the ongoing learning activities and the process of implementing these regulations, in addition to direct observation of the evaluation carried out by the head of the madrasah regarding the implementation of the Merdeka curriculum policy. On the other hand, interviews were conducted with relevant sources at the madrasah, in this case the research informants, namely the head of the madrasah and teachers to find out the steps for implementing the curriculum, the training that has been carried out to improve teacher abilities, and the supporting and hindering factors in implementing the curriculum. Next, a documentation study is carried out, which means searching for and refining data through existing documents. These documents can include letters, policy rules, learning tools, and other documents that can function as research supporting data. In this research, data was analyzed using the Miles and Huberman method, which includes cycles of data collection, data reduction, and drawing conclusions. In addition, to ensure the validity of the data, triangulation is used, namely the comparison and correlation of data from various sources and data collection methods. After that, researchers analyzed the data to identify patterns, themes and problems that arise in connection with the Merdeka Curriculum in Madrasahs. The results of the analysis are then presented in the form of a descriptive narrative that describes the findings of the research.

C. Result and Discussion

Curriculum Implementation in Increasing Student Output

In the educational structure, the curriculum plays a crucial role as the part that determines the goals and orientation of education (Campbel, 2020; Efendi & Suastra, 2023; Pugach et al., 2020). From this, it can be understood that the curriculum can be structured and developed to achieve the main goal of education, namely to prepare students to adapt and develop in a wider social environment. This means that the curriculum here is not only an effort to develop education, but also a step to guide each student so that they can develop according to their potential.

After conducting an interview with Mr. Drs. Abdul Munir, M.Pd Head of MAN 1 Kepahiang regarding curriculum implementation in improving the quality of student output at MAN 1 Kepahiang, the results obtained are: that to support the achievement of learning programs and learning targets in madrasahs, especially in the context of implementing education at MAN 1 Kepahiang, it is necessary implementation of a curriculum that meets the needs and goals of the Madrasah. In particular, efforts to implement the curriculum can be carried out through collaboration between the Madrasah Head, Deputy Madrasah Head along with MAN 1 Kepahiang teaching staff and also all stakeholders involved in education at MAN 1 Kepahiang. The collaboration was carried out as an effort to determine appropriate stages according to the needs at MAN 1 Kepahiang. In this way, the quality of education and increasing the quality of student output can be achieved optimally.

From the interview with the Head of MAN 1 Kepahiang, it was also stated that to improve the quality of graduates at MAN 1 Kepahiang, the use of the curriculum involves teaching and learning activities designed in accordance with typical educational principles, namely activities that focus on students' active activities to develop meaning. Teachers must encourage students to use their authority or rights to build ideas when implementing the curriculum, especially in learning activities. Students remain responsible for their education, and teachers are solely responsible for creating an environment that encourages students to take initiative, be motivated, and take responsibility for learning.

From the explanation described above, it can be seen that in implementing the curriculum at MAN 1 Kepahiang all madrasa components were involved. This is an effort to implement a curriculum that can adapt to meet the needs within the Madrasah scope. The effort to implement the curriculum at MAN 1 Kepahiang is to achieve success in the implementation of Madrasah education. This is what will improve

the quality of education and the quality of graduates at MAN Kepahiang. The main focus is the development and improvement of education as well as achieving the goals that have been set. The curriculum itself plays an important role in achieving educational goals. Teachers' activities at school always depend on the lesson elements regulated in the curriculum (Khaidir et al., 2023). Learning activities carried out by teachers are an important part of formal education, which requires a curriculum as the main guide. In this way, teachers will always guide the curriculum when they create learning programs and carry out the learning process (Nurhasanah, 2020).

Based on the explanation above, it is clear that the curriculum, especially teaching and learning activities, is designed taking into account typical educational principles, namely learning activities centered on students' efforts to gain a better understanding and understanding of the subject matter. The views expressed previously also reflect that in implementing the curriculum, teachers must encourage students to use their authority to develop ideas. Students are encouraged to have full responsibility and awareness in the learning process. On the other hand, teachers are responsible for creating a learning environment that supports and inspires students in developing ideas, motivating them, and emphasizing student responsibility in the teaching and learning process.

Teacher Development in the Implementation of the Merdeka Curriculum

Coaching is carried out at MAN 1 Kepahiang in two ways, namely structured coaching from the center and independent coaching. Structured from the center here means a training program implemented by the Ministry of Education and Culture or the Ministry of Religion.

1. Guidance by the Central Government

Since the promulgation of the Merdeka curriculum in 2022, the Ministry of Education and Culture and the Ministry of Religion have carried out various training regarding the implementation of the curriculum, both in terms of making learning tools, socializing the latest curriculum, literacy and character-based learning, and the recent training of driving teachers. Although in practice schools under the auspices of the Ministry of Religion have not implemented a teacher mobilization program. The management of guidance carried out by the Central Ministry is the responsibility of the central ministry, not the responsibility of the madrasah institution. However, the central government and educational institutions collaborate and coordinate so that the implementation of the workshop can run smoothly. Training organized by the center is generally aimed at all teachers to ensure that all teachers receive an even understanding. However, in some circumstances, workshops are focused on teachers in certain subjects only. Apart from the limited budget, it is also possible to achieve more focused results. Costs for training from the center are usually covered by the central budget so that it does not become a burden for schools. The source of funds to carry out this workshop is usually covered by the budget of the Ministry of Education and Culture or the Ministry of Religion. Even teachers who take part in training are usually given transport money. This is a form of responsibility from the government in disseminating programs or curricula that have been planned (Karsiwan et al., 2023). Guidance from the center is also carried out by providing modules or materials regarding the implementation of the Merdeka curriculum. This material is usually distributed by the ministry to schools for further socialization by school principals to teachers.

2. Independent Coaching

Independent coaching is usually carried out directly from the head of the madrasah. On several occasions, the school supervisor can also be involved in providing direction to the teacher council. The madrasa head is the leader of the madrasa, in this case the duties of a madrasa head do not only have administrative duties, but also include developing academic aspects and teacher competence. As a result, the role of the school principal becomes key in monitoring the quality achievements of graduates (Hanum et al., 2022).

From the interview conducted with the head of MAN 1 Kepahiang, the following data was obtained: "As a madrasah leader, my job is to explain to teaching staff regarding the implementation of the curriculum. The curriculum must be well integrated in every aspect of learning. When creating a learning plan, I ensure that students have the ability to meet the content standards set by the government. In addition, learning plans must be in accordance with curriculum needs. Likewise, when carrying out assessments, it is important to use the guidelines set by the government. The focus of improving the quality of graduates at MAN 1 Kepahiang is to improve teachers' ability to teach. The teacher's ability to carry out his duties well is certainly related to improving the quality of learning in the classroom. Therefore, teachers must improve their abilities in teaching, making lesson plans, and carrying out assessments."

Efforts to improve the quality of students at MAN 1 Kepahiang involve developing the ability of teaching staff in implementing the curriculum. The training provided aims to provide in-depth understanding and improve teacher skills in preparing learning plans. The focus of training here is to improve teacher performance in the learning process. This training provides teachers with the knowledge and skills to create various parts of learning, such as syllabi, learning implementation plans, materials and learning media. They are also trained to create tools to assess student learning outcomes. To be successful in their work as educators, teachers must have skills that span the pedagogical, personal, social, and professional domains. These four abilities are evaluated and classified based on the teacher's important role: idea, main, feeling, and effort. Ideas show professional abilities, majors show social abilities, and taste shows personality abilities. Efforts relate to pedagogical abilities (Yansah et al., 2023).

Supporting and Inhibiting Factors in the Implementation of the Merdeka Curriculum

So that the implementation of the Merdeka curriculum can run well, its implementation is also intended as a step to improve learning standards. Improvements in learning standards will ultimately increase the quality standards of student graduates (Yaelasari & Astuti, 2022). In implementing the curriculum at MAN 1 Kepahiang, there are several supporting factors which of course need to be supported optimally.

Based on an interview the author conducted with the Head of MAN 1 Kepahiang regarding supporting factors for curriculum implementation in an effort to improve the quality of student output, the following explanation was obtained:

"Those who manage MAN 1 Kepahiang consistently pay attention to elements that support the implementation of the curriculum to improve student quality, the most important of which is the ongoing learning process. Things that are prioritized as supporting factors include fulfilling educational facilities and infrastructure, and increasing teacher professionalism and resources through training programs that focus on implementing the curriculum in various subjects. The availability of complete facilities and equipment is the main need for teachers in preparing learning materials to support curriculum implementation. "Apart from that, we as Madrasah leaders also provide training to subject teachers so that they can develop learning in accordance with curriculum development."

Apart from that, this explanation shows that the implementation of Madrasah education requires support from various parties, including the availability of facilities and equipment needed by teachers to deliver learning material in accordance with the desired learning model based on curriculum guidelines. Inadequate facilities and equipment are considered to be an obstacle in implementing the curriculum which will result in obstacles to improving the quality of graduates at MAN 1 Kepahiang.

Another supporting factor is the teacher's ability to teach, especially in choosing learning methods that suit the material that will be delivered to students in class. Teachers also work independently by allocating personal funds to improve learning facilities and equipment, as well as implementing appropriate learning models when delivering material to students. This initiative action was carried out by the teacher as an effort to carry out the learning process in accordance with the goals to be achieved through the established curriculum.

From the observations made by the author, several factors were identified that support the implementation of the Merdeka curriculum in improving the quality of student learning outcomes. These factors include:

1. Environmental conditions in Madrasahs still show the desire of some personnel to apply the concept of developing the quality of graduates, developing student potential, and involving the community in the process.
2. There is high enthusiasm from teachers to succeed in implementing programs to improve the quality of graduates.
3. Some people provide support and participate, especially those who have fairly good knowledge.
4. There is a conducive and harmonious working atmosphere among Madrasah personnel, where each individual tries to carry out their duties in accordance with their responsibilities.

Madrasah Aliyah Negeri 1 Kepahiang here is a place where education is carried out, especially teaching and learning activities that are in accordance with the applicable curriculum. In the educational context, it is important to emphasize that developing students' potential is carried out through teaching and learning activities that use the curriculum.

Furthermore, based on the results of observations and interviews with the Head of MAN 1 Kepahiang regarding the factors that become obstacles to implementing the curriculum in increasing student output, it can be stated as follows:

First, there is a lack of information regarding the preparation of Merdeka Curriculum learning tools for teachers. Teachers at madrasahs have tried their best to develop Merdeka Curriculum learning tools. "However, even though teachers have received training from the Ministry of Education or other sources, information about making learning tools is still very minimal and there are also differences between the Ministry of Education and Culture and the Ministry of Religion in terms of material content and learning outcomes."

The interview results showed that the teacher had implemented the Merdeka Curriculum learning tools quite well at the beginning of the semester. However, many teachers face problems, one of which is a lack of knowledge about creating learning tools. This is due to the lack of technical guidelines for implementing the Merdeka Curriculum which are provided directly by the Ministry of Religion. Instead, teachers must independently take part in training related to the Merdeka Curriculum offered by the Ministry of Education or other sources. Apart from that, some of the material content is different, especially for teachers in the Islamic religious education group. There are differences in the learning outcomes designed by the Ministry of Education and Culture which are different from KMA 347 of 2022 issued by the Ministry of Religion.

Second, to implement the Merdeka Curriculum, teachers must search for instructional literature themselves. According to an interview with Mr. Ropiyanto M.Pd, MAN 1 Kepahiang teacher, the Merdeka Curriculum learning process is basically not too difficult for madrasa teachers because the material is simpler. However, one of the obstacles is that every madrasah does not have textbooks available, so teachers have to look for lessons themselves. The results of interviews with several teachers show that they expect improvements in the Merdeka Curriculum learning process, especially because this curriculum emphasizes critical thinking skills, organizational skills, and literacy."

Teachers basically don't have big problems with learning in the Merdeka Curriculum. This is because the simpler material content of the Merdeka Curriculum makes it easier for teachers to carry out learning activities. However, the shortage of textbooks in every madrasah means teachers have to look for their own lessons. The interview results show that teachers expect improvements in the implementation of Merdeka Curriculum learning, especially because the focus of the Merdeka Curriculum is high-level thinking skills and literacy. Therefore, teachers expect better support regarding the material.

The importance of procuring and developing the facilities and facilities needed for learning is still a limitation. For example, the availability of practical laboratories for students and the computer facilities needed.

To resolve the issue, All these facilities need to be planned to meet needs, especially crucial ones, by paying attention to health and beauty standards. The aim is that these facilities can optimally support the implementation of the educational program that has been prepared, ensuring its smoothness and success.

Third, teachers are limited in implementing various learning models because there are so many of them. This makes it difficult for teachers to fully implement these learning models effectively in the classroom during the teaching and learning process. The many learning models that must be put into practice demand significant time, effort and funds from teachers. Limited financial resources and time make it difficult for teachers to optimize the use of various learning models. As a consequence, some teachers are only able to select and apply a small part of the existing learning models in their teaching process to improve the quality of learning.

At Madrasah Aliyah Negeri 1 Kepahiang, there are several steps that schools can take to overcome problems in implementing a Merdeka curriculum to improve the quality of their graduates, including:

1. Training and competency development for teachers and educational staff. Improving the ability of teachers and education staff to apply innovative and creative learning methods can help create a more conducive and supportive learning environment for students.
2. Increase support from parents and the community. The role of parents and the community is very important in supporting the Merdeka Curriculum in Madrasahs. Therefore, efforts need to be made to increase parents' understanding of what they are learning and their participation in the educational process.
3. Improve facilities and infrastructure. Improving library, laboratory, classroom and textbook facilities will help create a more supportive and conducive learning environment for students.

4. Increase supervision and monitoring. It is very important to improve supervision and monitoring of the Merdeka Curriculum at MAN 1 Kepahiang. This process can help find obstacles and problems during the implementation process and find appropriate solutions.
5. Developing collaboration between education stakeholders: All parties involved in education, including teachers, school principals, parents, and the community, must work together to create a conducive learning environment and support students to achieve their best potential.

As a recommendation based on this research, it is suggested that the Head of MAN 1 Kepahiang focus more on improving the quality of teachers through training and seminars that are appropriate to the subjects they teach, scheduled regularly at least once every two months. Outstanding teachers should also be given the opportunity to continue their studies at master's level. Apart from that, it is important for schools to improve Madrasah facilities by adding laboratory and computer space, as well as improving the quality of the computer room. Meanwhile, teachers are also advised to improve their performance in compiling syllabi, learning implementation plans, teaching materials, as well as using media and learning methods that can optimally support student learning outcomes.

D. Conclusion

Based on the results of the research and analysis carried out, the conclusion is that improving the quality of graduates at MAN 1 Kepahiang depends on how the curriculum is implemented according to needs and success in achieving learning objectives. The focus is mainly on how the implementation of the curriculum can accommodate the educational goals of the Madrasah. Therefore, in implementing the curriculum in Madrasahs, steps such as planning, regulation, implementation, monitoring and evaluation are implemented to improve the quality of learning and education. This aims to support improving the quality of graduates. Efforts to improve teachers' abilities in implementing the curriculum to improve the quality of graduates at MAN 1 Kepahiang are carried out through coaching and skills training through workshop activities. A workshop is an event where training is given to improve skills in carrying out the learning process, the ability to compile learning materials, and prepare learning assessment methods. Another supporting factor is the strong will of teachers to achieve the program objectives of improving the quality of graduates, and the support and participation of the community, especially communities with a good level of education, which makes a sufficient contribution to improving the quality of graduates. Meanwhile, the main obstacle lies in the limited facilities and other means lack of teacher understanding and skills in applying creative and innovative learning methods, availability of human resources which is not sufficient, and the real conditions on the ground are often contrary to the conditions expected by the government.

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